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ABSTRACT

This program was developed as a laboratory test of new teacher-preparation concepts, with special emphasis on urban problems. An experimental group of 37 elementary and secondary school education majors took part, with two randomly selected control groups and 42 teachers and administrators in seven elementary and high schools in a central Chicago district with a high proportion of Mexican Americans. The affective changes in the teacher candidates were measured by means of the Minnesota Teacher Attitude Inventory, the Metropolitan Community Attitude Inventory, and the Who Am I? Test. All members of the experimental group showed positive changes which were confirmed by unobtrusive observation. Cognitive progress was also shown by analysis of video tapes and the cooperating teachers' evaluation of the candidates. Positive changes were also noted in the school personnel, in their attitudes towards urban schools and community involvement, and in planning and adapting the curriculum to the special needs of the children. The learning centers established in all but one school showed only minimal community involvement. This 5-month experiment was considered a success and is being continued in expanded form. Because it is able to alter its structure to incorporate feedback data, it is proving a flexible vehicle for testing teacher education models. The instruments used are included in six appendixes. (MBM)

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A COOPERATIVE PROGRAM IN URBAN TEACHER EDUCATION

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TABLE OF CONTENTS

		Page
SUMMARY		5
CHAPTER 1.	INTRODUCTION	8
	Statement of Problems	8
	Background of CPUTE	10
	Model of CPUTE	11
	Global Objectives of CPUTE	14
CHAPTER 2.	METHODS	16
	Subjects	16
	Learning Centers	17
	School Personnel	17
	General Format of CPUTE	17
	Data Collected and Procedures Analysis	19
CHAPTER 3.	FINDINGS AND ANALYSIS	25
	Assessment Instruments	25
	Observations	36
	Unobtrusive Measurements	40
CHAPTER 4.	IMPLICATIONS AND RECOMMENDATIONS	42
	The Teacher Candidates	42
	The School Personnel	43
	The Learning Centers	44
	CPUTE as a Viable, Urban, Teacher Education Program	45
	Recommendations	46
APPENDIXES		
	Appendix A: Spring Program	49
	Appendix B: Graduate Course Outline	50
	Appendix C: Behavioral Objectives for CPUTE	53
	Appendix D: Metropolitan Community Attitude Inventory	62
	Appendix E: Rating Scale for Evaluating CPUTE Students	69
	Appendix F: Categories for Flanders Interaction Analysis and Matrix	72
FIGURES		
	Figure 1. School District #19 in Perspective	12

Figure 2. Cooperative Program in Urban Teacher Education 13
Figure 3. Organizational Structure of CPUTE and Learning Centers . . 47

TABLES

Table 1. Summary of the Data Collected and Procedures Used to Analyze Evaluated Areas 24
Table 2. Pre-Test and Post-Test Means on the MTAI for Experimental and Control Groups 25
Table 3. Who Am I? Categories on the Pre-Test and Post-Test Responses of the Experimental and Control Groups . . 26
Table 4. Frequency in Percent of Post-Experimental and Control A Responses by Categories on the Who Am I? Test. 27
Table 5. Position of Categories for the Experimental and Control A Groups on the Who Am I? Test 28
Table 6. Means and SD of the Experimental and Control A Groups on the MCAI 29
Table 7. MCAI: Comparative Responses Between Experimental and Control Groups in Percent by Item 30, 31
Table 8. Chi Square Values by Item for Experimental and Control Frequency of Responses on the MCAI 32
Table 9. Comparisons in Percent of the Experimental Pre-Post and Control B Pre-Post Data on the Nine Interaction Variables 33
Table 10. Comparison of Experimental and Control B Group Post-Test Verbal Behavior on the Nine Variables 34

SUMMARY

The Cooperative Program in Urban Teacher Education (CPUTE) was developed by the College of Education of the University of Illinois at Chicago Circle in cooperation with School District #19 of the Chicago Board of Education as a laboratory vehicle for testing new teacher-preparation concepts especially related to the urban situation. Basic to the pilot program are the four components upon which CPUTE is established: (1) a geographic area that has an identifiable subculture and is near an urban university, (2) public schools within the designated geographic area whose teaching and administrative personnel are aware of the urgency of finding answers to urban education, (3) teacher candidates who are concerned about problems in the urban setting and are willing to commit time and energy to working and studying in the urban milieu, and (4) establishment of community learning centers that involve public school personnel, University personnel, teacher candidates, school-community representatives, and community agency personnel for the purpose of cooperatively developing innovative approaches to urban teacher education and to the education of urban children.

The initial efforts centered in Chicago School District #19, composed of the Pilsen, Heart of Chicago, and South Lawndale neighborhoods. Forty-two teachers and administrators in seven elementary and high schools cooperated in the program. The experimental group consisted of thirty-seven elementary and secondary school education majors who were beginning their teacher education courses. Additionally, two control groups were randomly selected: one was composed of education majors enrolled in the traditional teacher education program who were beginning their education courses; the other, of students who had completed their teacher education sequence.

The CPUTE teacher candidates devoted their time commitment of five half days a week to exploring and working in the community, to working directly with an assigned teacher in the classroom two of the five half days, and, on campus, in small groups and in seminars. Academic requirements were correlated with classroom and community field experiences. School personnel, school-community representatives, and teacher candidates met in each school, which served as the learning center where problems were discussed and plans were

developed for implementing alternative solutions to the learning problems of children in urban public schools. The four-course sequence was completed in two academic quarters.

The process of implementing CPUTE and its products, in the form of behavioral changes, were assessed. The cognitive and affective changes of both teacher candidates and school personnel were measured. The effectiveness of the learning centers in serving as loci for implementing the program was evaluated, and the organizational structure for implementing the program was studied. Standardized instruments, observational techniques, and demographic information were used in collecting the data. Where the data were amenable to statistical analysis, the appropriate evaluations were made.

The findings indicated that the CPUTE students had developed those teaching skills that the cooperating teachers deemed necessary for effective instruction. Growth in positive attitudes toward children of 'other' subcultures, urban schools, and teacher education courses was observed. Greater commitment to teaching in the urban schools was reported.

The school personnel evidenced growth in positive attitudes toward urban schools and community involvement in the schools, as well as cognitive development in planning and adapting curricula to the learning styles of specific groups of children.

Although the learning centers were operative in all but one school, there was only minimal community involvement in cooperative planning; however the recommended changes in the organizational structure of CPUTE should correct this defect and should build greater cooperative relationships among the schools, the community, and the staff of the College of Education of the University of Illinois at Chicago Circle.

Outgrowth of the Pilot Program

The Cooperative Program in Urban Teacher Education will continue, in an expanded form, during the 1969-1970 academic year under an Advisory Committee, made up of the Community Coordinator for School District #19, CPUTE's Director and Research-Evaluation Specialist, and person from representative community organizations. Policymaking, providing

directional guidance, and facilitating implementation of the program will be prime responsibilities of the committee.

Eight students who completed the program during the 1968-1969 year will serve as group advisors during the 1969-1970 academic year. Their function will be to facilitate activities in the learning centers, to open communications between the schools and the community, to work with the children by applying their acquired skills in more creative ways, and to expedite feedback. The performance of the group advisors will be tested to determine whether this role might provide for some teacher candidates an effective alternative to the more traditional student teaching opportunities.

Inasmuch as the Cooperative Program in Urban Teacher Education has been able to alter its own structure to incorporate valuable feedback data, it is proving a flexible vehicle for testing teacher education models.

CHAPTER I

INTRODUCTION

Faculties of colleges of education have become cognizant of the need to reexamine their teacher education programs. The dropout rate among education students and among first and second year teachers, the inability of the teaching profession to cope with the task of educating urban children, and the changing concepts of the role of the teacher dramatically demonstrate the necessity for this reexamination of the traditional teacher education programs.

Many colleges of education responded to the challenge by building into their traditional teacher education programs early and continuous opportunities for their teacher education candidates to observe and participate in the teaching-learning process in the public schools, but only recently was this termed an innovative practice. Practicum arrangements, such as systematic observation of classes and teaching styles, internships, student aide arrangements, tutorial projects, and the MAT programs have been tried.

While the faculty of the College of Education of the University of Illinois at Chicago Circle made provision on an individual class basis, for some type of practicum opportunity for their students, there was no attempt to build a sequential practicum program or to measure the effectiveness of the practicum. The teacher education candidates' early involvement in the classroom brought two types of subjective evaluation: either students were enthusiastic and voiced positive feelings about their experiences or they found the practicum dull and the teaching models reinforcing their own sense of futility about teaching in city schools.

Statement of the Problem

As concerned faculty explored the problems of teacher education, it became clear that the early and even continuous practicum opportunities were not panaceas. On the contrary, placing teacher education candidates in public schools, which for the most part have not been able to cope with the learning styles of urban children, was merely perpetuating outmoded teaching practices, for upon joining the

professional ranks, dedicated students soon coopted to the system.[1]

Further dialogue among the faculty brought out six premises upon which a teacher education program should be built:

1. A teacher education program under the auspices of an urban university must address itself to the educational problems within the urban setting.

2. Preparing teachers for urban schools entails different understandings, skills, and attitudes than those of the traditional teacher education programs. The traditional programs are predicated on those understandings, skills, and attitudes applicable to middle-class American society.

3. The magnitude of the problems of educating children in the urban milieu demands an open system through which all sectors (the university, the public school personnel, parents, business community, students) can contribute their ideas and talents.

4. An open system, through which a teacher education program can be developed, must be a cooperative endeavor. An open system must permit the interested parties to act as equal partners.

5. A teacher education program is not a factory that produces a standardized product called a teacher who fits into a pre-formed mold in the public schools. Teacher education candidates must be encouraged to become change agents in their professional careers. A teacher education program has the responsibility to help a student become such a professional.

6. Educational theory and practice are not separate entities. Practicum opportunities are basic to a teacher education program. To insure valid prac-

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[1]Bernard C. Watson, "The National Teachers Corps: A Tale of Three Cities." Administrator's Notebook. Chicago: The University of Illinois, Vol. XVI, No. 5, 1968.

ticum experiences, the public school personnel that provide the opportunities must play an integral part in helping to develop the teacher education program. Teachers and school administrators who are part of the program must learn to see themselves as agents of change.

Background of the Cooperative Program in Urban Teacher Education (CPUTE)

To build a teacher education program on these six premises, specific conditions had to be met: (1) identification of a geographic area that was near an urban university and had a predominant subculture; (2) public schools within the designated geographic area that had teaching and administrative personnel who were aware of the urgency of finding answers to urban education problems; (3) teacher candidates who were concerned about problems in the urban setting and were willing to commit time and energy to working and studying in the urban milieu; (4) cooperative relationships between the faculty of the Chicago Circle College of Education and the community service agencies; (5) development of an organizational structure that could serve as a vehicle for testing new teacher-preparation concepts; and (6) support of the Chicago Circle College of Education.

The Pilsen, Heart of Chicago, and South Lawndale areas were identified as the most propitious communities for developing cooperative relationships among the various agencies, school communities, and the College of Education faculty. Pilsen-Heart of Chicago's geographical boundaries, where greatest emphasis was to be concentrated, are the South Branch of the Chicago River on the east and south, 16th Street on the north, and Ashland Avenue on the west. The majority of the people (70 to 75 percent) in the community are of Mexican descent, a large proportion of which are recent Mexican immigrants and Texan in-migrants. Approximately 5 percent of the population are Negro. The balance are of old North European descent, including a small number of Caucasians of Southern background.

During the 1967-1968 academic year, Dr. Betty Orr and Dr. Harriet Talmage laid the ground work for developing and implementing a teacher education model applicable to urban education. School administrators in School District #19

were contacted,[1] regular teacher education candidates were placed in these schools for their practicum experiences, and working relationships between the teachers and the faculty members were established. Community agencies and organizations and departments of the University defined urban education problems and identified possible courses of action.

District #19's Superintendent, Mr. Alflorence Cheatham, assigned District Community Coordinator Aaron Briggs to coordinate the schools' role in the emerging urban teacher education program. Dr. Faustine Jones of the College of Education joined Orr and Talmage during the summer and fall quarters of 1968 in developing an urban teacher education program, writing a proposal for research funds, recruiting teacher education students for the pilot-test period, outlining the curriculum and devising evaluation procedures.

Model of the Cooperative Program in Urban Teacher Education (CPUTE)

Ideally, the operational dimensions of the CPUTE model are tripartite, and consist of a selected community possessed of an identifiable subculture, a public school system that functions as the educational institution for the children of the community, and an urban university. These three areas are the foundation for establishing a broad-based, cooperatively developed teacher education program. Figure 2 illustrates the conceptualization of the CPUTE model.

In the original CPUTE model, the learning centers were to serve as the interface for cooperative planning of the teacher education program. Five to six students were assigned to as many teachers in each of seven schools. Students spent a minimum of two half days a week in the schools. The teachers and school administrator assisted the University professor in developing sequential practicum opportunities and coordinating these with the academic requirements.

The traditional teacher education program of the College of Education at Chicago Circle fulfills the State of Illinois

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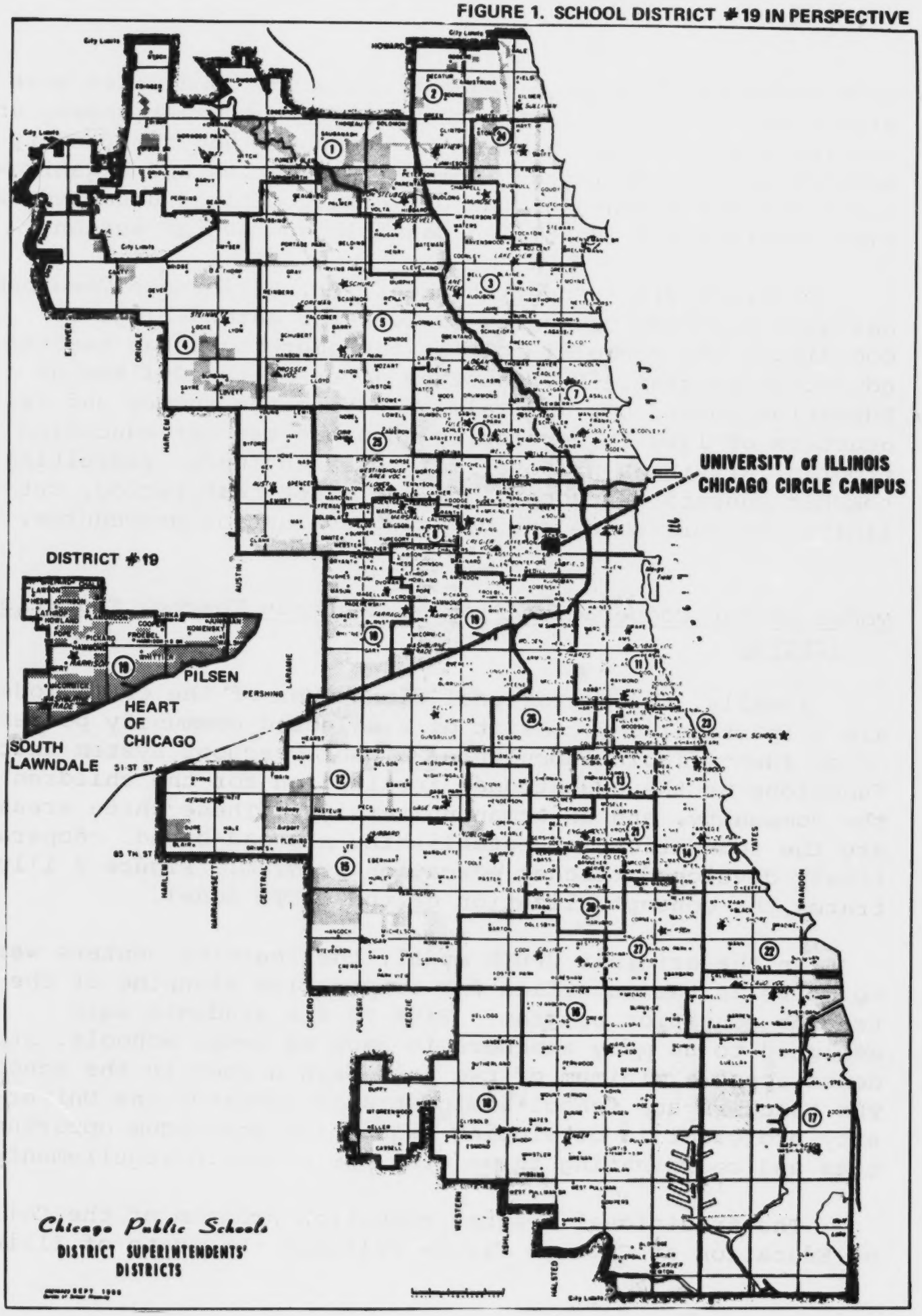
[1]See Figure 1, School District # 19 in Perspective, on the following page.

FIGURE 1. SCHOOL DISTRICT #19 IN PERSPECTIVE



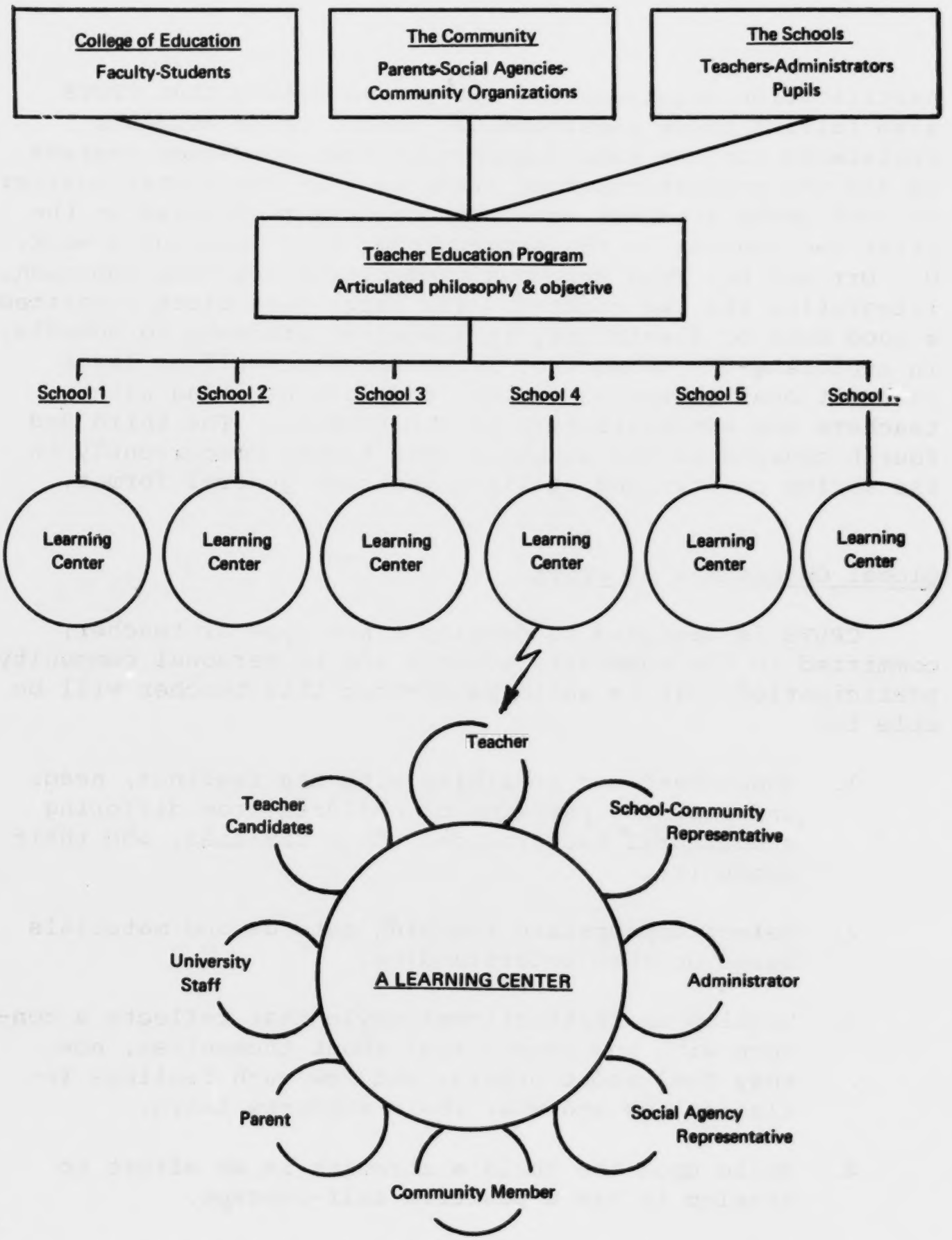


FIGURE 2 COOPERATIVE PROGRAM IN URBAN TEACHER EDUCATION[1]

[1] Adapted from an article by George E, Monroe and Harriet Talmage, "A Model of an Urban Teacher Education Program."

certification requirements. It was mandatory that CPUTE also fulfill these requirements; hence, CPUTE students registered for the same sequence of four education courses as did the nonparticipating students. In the winter quarter of 1969 CPUTE students were concurrently registered in the first two courses in the sequence for five mornings a week. Dr. Orr and Dr. Fred Erickson used a team teaching approach, integrating the two courses. The large time block permitted a good deal of flexibility in assigning students to schools, in exploring the community, in meeting in small or large instructional groups on campus, and in consulting with teachers and administrators in the schools. The third and fourth courses in the sequence were taught concurrently in the spring quarter and utilized the same general format.

Global Objectives of CPUTE

CPUTE is designed to develop a new type of teacher, committed to the community schools and to personal community participation. It is anticipated that this teacher will be able to:

1. Understand and empathize with the feelings, needs and learning patterns of children from differing subcultural backgrounds, their families, and their community.

2. Select appropriate teaching methods and materials based on that understanding.

3. Develop an instructional style that reflects a concern with how people feel about themselves, how they feel about others, and how such feelings influence how and what their students learn.

4. Build upon the child's strength in an effort to develop in him a positive self-concept.

5. Diagnose learning problems, develop curricula, create effective procedures, and contribute to the professional development of himself and his colleagues.

6. Develop and employ individualized instruction based upon prior educational diagnosis.

7. Help the students learn how to learn, how to conduct an inquiry, how to study independently, how to make choices and decisions, how to use technology effectively, how to live and change, and how to become agents of change.

8. Involve himself in teacher training techniques that integrate field experiences with cognitive data.

9. Develop a cosmopolitan concept of society and its subgroups, acquired through regular encounters with people from diverse backgrounds or from backgrounds different from his own.

10. Function responsibly in a situation involving a high level of academic freedom and recognize his role and his rights as well as those of his colleagues.

Further, because CPUTE is truly a cooperative, broad-based program, it is anticipated that it will effect change in school-community relations through:

1. Changing attitudes of school personnel toward community participation in decisionmaking that relates to the education of the children in the community.

2. Changing attitudes of community members toward the public schools as a result of being brought into the decisionmaking role.

3. Enhancing the pupils' cognitive and affective learning as a result of developing positive attitudes on the part of school personnel and community members.

4. Utilization, by school personnel, of community resources in planning an educational program for the children.

5. Utilization of the community social and health agencies by school personnel as an integral part of the school resources.

6. Utilization of the urban university resources by school personnel and members of the community.

CHAPTER 2

METHODS

To test whether the CPUTE model was a viable vehicle for preparing urban teachers and was flexible enough to make changes in its own organizational structure as feedback dictated, an experimental design with correlating evaluation procedures was devised.

An experimental group and two control groups were identified at the start of the program. Data on the experimental and control students were collected. Measurements of attitudes on metropolitan community living, teacher attitudes, and self-concepts were obtained. Biographical data were collected to be used in a longitudinal evaluation of the program. Measurements were later obtained, from video tapes, of the teaching styles of the experimental group and the second control group.

As part of the agreement with School District #19, neither the pupils in the classroom nor the teachers were subjected to formal evaluation. Conferences, informal small-group sessions, discussions with administrators, and other unobtrusive methods were used to obtain data for evaluating changes in teachers' attitudes and the functioning of the learning centers.

The Subjects

The experimental group consisted of thirty-seven teacher candidates enrolled in the pilot CPUTE program, approximately 23 percent of whom had not been previously identified as teacher education candidates. There were fifteen male and twenty-two femal students. Thirteen were in elementary education, the others in secondary education. The latter included one chemistry major, three biology majors, two physical education majors, five English majors, two foreign language majors, ten social science majors, one art education major, and one speech-communication major.

Two control groups were used in the study. Control group A consisted of students enrolled in an 8 a.m. section of the first course in the education sequence Education 170, Foundations of Education. There were eight male and

seventeen female students. Of these, six were elementary education majors, seventeen were secondary education majors, the other two were not at that time enrolled in the teacher education curriculum. The secondary education majors represented seven fields of concentration. Control group B consisted of twelve randomly selected student teachers whose teaching had been video taped in pre situations and post situations the previous year. These students had completed the sequence of education courses but not student teaching prior to the video taping.

The Learning Centers

Seven schools in the Pilsen, Heart of Chicago, and South Lawndale areas of School District #19 were used as learning centers. The principal in each case helped to identify teachers in his school who were concerned about urban education problems, were sufficiently secure to accept a university student in their classroom, were considered to be effective teachers, and were willing to give the time and energy to the cooperative program. There were four elementary schools (K through 6), one upper grade center (6 through 8), and two high schools (one a 9th grade extension, the other grades 9 through 12).

School Personnel

Forty-two teachers and administrators cooperated with the program. Eight were administrators, thirteen were upper grade and secondary teachers and twenty-one were elementary teachers. Although most of the teachers were willing to cooperate without monetary compensation, because of the teachers' union regulations a stipend of $150 for the teachers and $200 for school administrators, covering the two academic quarters, was arranged.

General Format of CPUTE

The University faculty members met with each school administrator and his interested teachers for one general information session and two preplanning sessions. The preplanning sessions familiarized the teachers with the philosophy of CPUTE and provided the opportunity for the teachers to formulate jointly a sequential practicum that might assist the teacher candidates.

The second day of the winter quarter students visited their assigned schools. In most cases, the principal visited with the five or six students, took them on a tour of the building, and introduced each to the teacher with whom he would be working for the two academic quarters.

From time to time throughout the two quarters, the principal, the teachers, the teacher candidates, and the professors met as a group to discuss the progress of the program, to identify specific learning problems and to plan subsequent steps in the practicum in an effort to work more effectively with the problem. Appendix A presents the spring quarter program that grew out of the discussions at the learning centers.

The teachers also met with the University professors to further articulate the philosophy of CPUTE, to help identify persisten learning problems of the children, and to plan ways for the teacher candidates to assist in working with these learning problems.

Informal evaluation early in the program pinpointed a major difficulty: the teachers were looking upon themselves as critic teachers rather than as active learners. There was a tendency to try to mold the teacher candidates in the teacher's own image rather than to explore together new ways of working with urban children. Therefore, through the University of Illinois Extension Division, Urbana, a graduate course in curriculum development was offered to teachers and administrators in CPUTE. Tuition remission was arranged, and 45 percent of the CPUTE teachers and administrators enrolled in the course for credit. Dr. Orr and Dr. Talmage employed the seminar format. The seminars, which met on campus between February and June of 1969, stressed problems in urban education, the adaptation of the standard curriculum to specific learners, and the implications of the subcultural background on the subsequent school performance as it related to a given curriculum. The outline of the extension course is contained in Appendix B.

The University professors in CPUTE conferred individually with teachers and visited the teacher candidates in the classrooms. Students were given feedback from both their assigned classroom teachers and the University professors. All difficulties that arose between teachers and teacher candidates were handled jointly by the school administrator and a CPUTE professor.

Data Collected and Analysis Procedures

Based on the global objectives for CPUTE (see page 14), behavioral objectives were formulated. Appendix C contains the behavioral objectives for teacher candidates, teachers, and administrators. Formal and informal instruments and assessment devices were used to measure attainment of the behavioral objectives. The decisions on the kind of evaluation techniques to employ and the type of assessment instruments to use were dictated by the three areas in the program to be evaluated: the affective and cognitive change in the teacher candidates, the quality of contribution and cognitive and affective change in the school personnel, and the functioning of the learning centers. Indirectly, the College of Education faculty involved in the program and the ability of the organizational structure to implement it were studied through the evaluation of the teacher candidates, the school personnel, and the learning centers. It was assumed that evaluation of the obtained data would ascertain the extent to which the global objectives were being realized.

Minnesota Teacher Attitude Inventory (MTAI). The MTAI is a standardized attitude inventory designed to measure attitudes of teachers toward children and toward the school setting. The inventory is said to correlate significantly with teacher-pupil relations that obtain in the classrooms.

The MTAI was administered to the experimental and Control A groups at the beginning of the pilot program in January, 1969, and again in early June, 1969. The MTAI was used for three evaluation purposes: (1) to determine whether there were initial differences between the experimental and control A students; (2) to determine whether the two quarters of different teacher education programs had differential effects on the scores obtained by the experimental and control A groups; (3) to determine the extent to which attitudes as measured by MTAI shifted within each group from pre to post time period.

The *t* test was utilized to compare the differences in means between the experimental and control groups on the pre-test. Inasmuch as students in the pilot program were volunteers and not randomly selected from among all students registered for Education 170, it was important to establish whether there was an initial difference between the experimental and control A groups. The analysis of covariance was

used to test the differences between the means of the final experimental data. This statistical procedure takes into account and then adjusts for the initial differences.

Who Am I? The Who Am I? test is a nondirective self-inventory. The student responds, in an open-end format, to the question by jotting down the first twenty items that come to mind as he focuses on a self-description. Who Am I? test responses and the individual's self-concept are purported to be significantly correlated.

The data obtained from the Who Am I? test was used to measure differences in self-concept between teacher candidates given extensive exposure to urban schools and those in the control A group.

Data obtained were collated and tabulated. Categories were analyzed for frequency and position. Position refers to the place in the self-inventory where the category was mentioned, i.e., near the top, in the middle, near the bottom, or not mentioned.

Metropolitan Community Attitude Inventory (MCAI). The MCAI is a 64-item inventory purporting to measure positive and negative attitudes and the strength of those attitudes in relation to many facets of metropolitan living. There is a correlation between high scores on the MCAI and experiential proximity to metropolitan areas and between high scorers and expressed willingness to accept persons who are socially and culturally different from oneself. The MCAI is Appendix D.

The MCAI was used to determine whether differences existed between the experimental students and the control A students on the two sets of scores obtained on the MCAI. The appropriate t tests were employed for observing the differences between these means.

Chi square tests were run for each of the sixty-four items to determine whether observed frequency of responses between the experimental and the control A groups were significanly different from the expected frequencies.

Rating Scale for Evaluating CPUTE Students (RSECS). The rating scale for evaluating teacher candidates, Appendix E, was developed by teachers and administrators in the graduate extension course. Each teacher used the rating scale to evaluate his student.

To assist students in developing the needed skills and perceptions for self-evaluation, each student evaluated himself, using the RSECS. The student then stuided both his own self-evaluation and his teacher's responses on the RSECS.

Developing the rating scale was as much a part of the evaluation procedure of CPUTE as were the data obtained from employing the instrument. The type of items the teachers and administrators considered necessary for evaluating teacher candidates measured their own perceptions of areas of importance in urban education. How well teacher candidates were developing their teaching strategies was also measured. Finally, the use made of the rating scale by the teacher candidates measured their ability to evaluate their own professional growth.

Small-Group Evaluation Sessions. The University professors met with the personnel of each of the learning centers. The teachers and administrators in each school were asked to comment on two aspects of the project: (1) the teacher's impact on the project; and (2) the project's impact on the teachers and the administrator. The questions were worded as follows:

Question #1: What positive changes in the teacher candidates have you observed as a result of their working with you?

Question #2: What changes in your teaching role have you observed as a result of your participation in the program?

Responses were collated and tabulated. The types of responses and the frequency of mention were used in evaluating the teachers' role in the program. Types of responses by school were correlated with teacher candidates' evaluation of specific schools.

Project Papers for the Graduate Course. One requirement in the graduate extension course was to systematically explore a classroom problem and to devise alternative remedies that could be tested in the classroom. The types of problems yielded important although unobtrusive measurements of the effect of CPUTE on both teachers and administrators.

Project Papers of the Teacher Candidates. Each teacher candidate systematically developed a portion of a curriculum

that would be relevant to his assigned class, the numbers of which were predominately Mexican-American, many with little command of the English language. These papers yielded important unobtrusive measurements of the effect of CPUTE on developing awareness of the usefulness of cultural differences as strength upon which a curriculum could be developed.

Video Taping. Randomly selected teacher candidates were video taped early in the program as they interacted in a teaching-learning situation with their class. Near the end of the program, they were video taped again. Using the Flanders Interaction Analysis procedure for recording the verbal interaction of the teacher and the class, nine variables were isolated. Appendix F describes the verbal acts defined by Flanders. The matrix for recording frequencies of the verbal interaction is included. Frequency responses on these nine variables were obtained from control B group on pre- and post- video tapes. The nine variables studied were the ratios between:

1. Teacher talk and total talk.
2. Pupil talk and total talk.
3. Pupil talk and teacher talk.
4. Total teacher indirect talk to total teacher direct talk.
5. Revised teacher indirect talk to revised teacher direct talk.
6. Content talk and total talk.
7. Extended indirect teacher influence and total talk.
8. Teacher direct to indirect responses relative to pupil talk.
9. Pupil response to pupil talk.

Two-by-two contingency tables were used to determine whether significant differences in frequency of verbal behavior existed between the experimental group and control B group on the pre-frequency and post-frequency data for each of the nine variables.

Obtrusive and Unobtrusive Measurements. Teachers and administrators were asked to respond to questions about their plans for future participation in the project and their willingness to contribute larger blocks of time for planning and evaluation on an on-going basis. The percent of yeses and noes yielded important information about the pilot program and its impact on teacher participants.

The teacher candidates were asked to respond to questions about the value of the program as seen in retrospect. They were asked if they would recommend this approach to teacher education to their friends.

A variety of unobtrusive measurements were obtained that had bearing on the value of the pilot program:

1. Number of students beginning the program compared with the number of students completing the two academic quarters.

2. Number of teachers beginning the program compared with the number of teachers in the program at the end of the pilot period.

3. Number of administrators who asked to continue in the program if it were to be continued the following year.

4. Number of schools in District #19 that were not in the pilot program but manifested interest in setting up a learning center for the coming academic year.

5. Number of requests for a master's degree program in urban teacher education by teachers in the pilot program.

6. Problems in recruitment of students for the pilot program compared with the ease of obtaining volunteer students for the 1969-1970 academic year.

Table 1 summarizes the data collected, the procedures for analysis of the data, and the areas of CPUTE being evaluated.

Table 1

Summary of Data Collected and Procedures Used to Analyse Evaluated Areas

Data Collected and Instrument Used	Procedures for Analysis	Areas Evaluated
Minnesota Teacher Attitude Inventory (MTAI) Pre and post experimental scores Pre and post control A scores	*t* tests Analysis of covariance	Teacher candidates (affective changes)
Who Am I? Experimental responses Control A responses	Frequency tabluations Position analysis Comparison between experimental and control groups on response frequency and position of items	Teacher candidates (self-concepts)
Metropolitan Community Attitude Inventory (MCAI) Pre and post experimental scores Pre and post control A scores	*t* tests direction of attitude strength of attitude Item response analysis: two by two contingency for computing Chi squares	Teacher candidates (affective differences)
Rating Scale for Evaluating CPUTE Students (RSECS) Teachers' ratings of CPUTE students Students' self-ratings	Analysis of items included in rating scale Analysis of teacher's rating of CPUTE students Self-evaluation evaluated	Teacher personnel (awareness of urban problems) Teacher candidates (instructional-strategy growth) Teacher candidates (self-evaluation growth)
Small-Group Evaluation Sessions Informal discussion and responses to two structured questions	Collating and tabulating responses Correlation of responses by schools with CPUTE student evaluation of schools	Teachers (cognitive and affective) Learning Centers
Project Papers for Graduate Course Product evaluation	Analysis of types of problems selected for study Faculty evaluation of quality of product	Teachers (cognitive) Learning Centers
Project Papers of the Teacher Candiates Product evaluation	Curriculum content analysis	Teacher candidates (cognitive)
Video Taping Pre and post experimental group tapings Pre and post control B group tapings	Flanders Interaction Analysis two by two contingency for computing Chi squares for nine variables	Teacher candidates (instructional skills)
Unobstrusive Measurements Observation Collection of demographic data Conferences, interviews, small-group sessions Spin-off effects on other aspects of the College of Education programs, the public schools, and the teacher candidates	Counting Comparing Contrasting Correlating	Teacher candidates Teachers Learning Centers

CHAPTER 3

FINDINGS AND ANALYSIS

The material in this chapter is reported in two parts: first, the findings from the statistical analysis of data collected by each of the instruments are reported; second, where the data collected were not amenable to inferential or descriptive statistical analysis, the observations are summarized, applying rigorous objectivity in the reporting.

The Assessment Instruments

Minnesota Teacher Attitude Inventory (MTAI). Table 2 below shows the means of the experimental and the control A groups on their pre-test and post-test scores. Although the mean of the control group on the pre-test was higher than that of the experimental group, the *t* test comparing the pre-test means was not significant at the 5 percent level, (t=1.68; df=55; $p>.05$). Hence, the 9.1 points difference between the means was not significant.

Table 2

Pre-Test and Post-Test Means on the MTAI for Experimental and Control Groups

	Pre-Test X	Post-Test X	Gain
Experimental	31.7	71.0	39.3
Control A	40.8	51.4	10.6
Difference	9.1	19.6	

Gains in the means from the pre-test to the post-test were observed in both groups. The experimental group showed an increase in the post-test mean of 39.3 points contrasted with a gain of 10.6 points for the control A mean scores.

The experimental group's upward shift in mean score from pre-testing to post-testing was significant at the 1 percent probability level: (t=3.287; df=61; $p<.01$). The control group's upward shift in mean score reflecting positive attitudes was not significant at the 5 percent probability level (t=1.829; df=36; $p>.05$). The control gain in mean

score on the post-test was significant at the 10 percent probability, indicating gains in the right direction.

To compare the effects of the two types of teacher education programs on attitudes measured by MTAI an analysis of covariance was used to equalize the two groups by correcting for a regression effect and the observed differences in the pre-test and post-test data for the experimental and control groups. The observed t was significant at the .1 level of confidence, ($t = 1.715$; $df = 49$; $p < .1$). Although the 10 percent probability level may not be a rigorous level for accepting differences between the two groups, it serves as an indicator. The experimental group does show a greater increase in positive attitudes toward children and the school milieu following five months of activity closely associated with urban schools.

Who Am I? On the pre-test responses to Who Am I? fifteen categories emerged. Both the experimental and control A groups identified these categories as part of their self-description. The same fifteen categories persisted on the post-test responses to the instrument, but the experimental group's responses elicited a sixteenth category, Community Interest.

Tables 3, 4, and 5 identify, respectively, the categories, summarize response frequencies in percent by category, and list categories by frequency of position.

TABLE 3.

Who Am I? Categories on the Pre-Test and Post-Test Responses of the Experimental and Control Groups

Categories of Emphasis

The categories are listed alphabetically. The order has no relation to frequency or position as mentioned in the responses.

1. Age: young, 24
2. Area of interest: people, sports
3. Community interest: group work, people, urban schools, community organizations
4. Economic status: junior, senior
5. Educational status: middle class, unemployed
6. Family identification: son, brother

7. National identity: American, Polish
8. Personality references: aggressive, frustrated
9. Physical description: small, blue eyes
10. Political direction: militant, Republican
11. Professional role: teacher, primary, mathematics
12. Race: black, white
13. Religion: Catholic, nonsectarian
14. Romantic identification: girl friend, loved
15. Sex: male, woman, girl
16. Social or asocial traits: like people, loner

Table 4 compares the frequency of response in the post-test in percent by category. Only three categories show any marked difference in the frequency with which they are mentioned. These categories are circled in the table. In each case there is a 5 percent difference between experimental and control A responses. For the purpose of this study, the categories Area of Interest and Community Interest are of special interest. Experimental students were articulating specific areas of concentration through which they could find professional and leisure outlets. One important interest (Community Interest) that emerged in the post-test responses required a special category because of its persistence and uniqueness.

TABLE 4

Frequency in Percent of Post-Experimental and Control A Responses by Categories on the Who Am I? Test

Category	Experimental	Control A
Age	5 %	5 %
Area of Interest	11	6
Community Interest	5	0
Economic Status	2	3
Educational Status	9	11
Family Identification	6	8
National Identity	3	5
Personality Reference	18	18
Physical Description	1	3
Professional Role	5	4
Race	1	2
Religion	6	6
Romantic Identification	5	4
Sex	11	6
Social & Asocial Traits	10	13

There is a 5 percent difference between the two groups in the Sex Identification category. Male education students typically identify themselves by sex more frequently than do female education students. Since the experimental group had proportionally more males than the control group, this might account for the difference.

In Table 5 the position of the responses for category placement is summarized. There are few differences between the two groups relative to position of category placement other than Area of Interest placement in the mid section of the responses and again near the end. The top placements are very similar, which shows little difference between the groups.

Table 5

Position of Categories for the Experimental and Control Groups on the *Who Am I?*

Position	*Category Position Experimental*	*Category Position Control*
Top: Categories mentioned early in responses	1. Sex Identification 2. Educational Status 3. Religion and Personality Reference	1. Educational Status 2. Sex Identification Family Identification 3. Religion
Middle: Categories mentioned in mid section of responses	1. Area of Interest 2. Personality Reference Social-Asocial Traits 3. Romantic Interests	1. Personality Reference 2. Social-Asocial Traits 3. Religion
Bottom: Categories mentioned near the end of the response list	1. Personality Reference 2. Social-Asocial Traits 3. Area of Interest	1. Personality Reference 2. Social-Asocial Traits 3. Religion
Most Frequently Mentioned Category	1. Personality Reference 2. Area of Interest 3. Sex Identification	1. Personality Reference 2. Social-Asocial Traits 3. Educational Status

Self concepts are not easily changed over a short period of time. This is reflected in the Who Am I? responses. But, during the course of the five-month period the experimental students were identifying aspects of community living and working as concerns in their personal frame of reference that were not present, at least on the surface, prior to exposure to CPUTE.

Metropolitan Community Attitude Inventory (MCAI). As indicated in Table 6, the means of the experimental group exceed those of the control A group both on the direction and strength of metropolitan living attitudes.

TABLE 6.

Means and SD of the Experimental and Control A Groups of the MCAI

Group	Direction of Attitude		Strength	
	$\bar{X}$	SD	$\bar{X}$	SD
Experimental	50.14	5.00	67.07	16.29
Control A	48.93	7.88	59.57	13.66
Difference	1.21		7.50	

The t test (utilizing the separate variance model with Cochran-Cox formula for testing significance of computed t) for comparing the means of the experimental and control A groups on direction of attitude was not significant (t=.526; $p>.05$). This could be expected since direction scores are related to proximity to living in or near metropolitan areas. Although the difference in means for the strength scores was greater for the experimental group, the computed t was not significant at the .05 level: (t=1.489; df=41; $p>.05$).

To further probe the differences between the means of the groups the responses of the two groups on each of the items were analyzed. Table 7 summarizes by item the percent of agreement or disagreement in each group with the keyed correct response. Chi squares were computed, comparing the observed frequencies of responses with the expected frequencies of the experimental and control groups.

Table 8 lists those items that differed significantly at the .05 level of confidence or greater.

The two groups differed significantly on nine of the sixty-four items or 15.6 percent of the items. Of these nine items, five dealt with the attitudes toward equal treatment of people and use of facilities. The experimental group responded favorably to items (2, 21, 23, 30 and 60) significantly more frequently than did the control group. On the other hand, the experimental students did not differentiate between the 'crusader's' attitude and social realities, as indicated in their responses to items 25, 32, 40, and 44. This position taken by the experimental group can be called 'pseudo-sympathy.' Until the initial need for self-chastisement in working with 'other' people is overcome, neophyte concerned teachers and social workers over empathize. The 'other' people may feel this is patronizing, although the teacher may well be genuinely concerned.

Table 7

Metropolitan Community Attitude Inventory
Comparative Responses Between Experimental and Control Groups
in Percent by Item

Item	Correct Response	Experimental		Control	
		% Agree	% Disagree	% Agree	% Disagree
1	-	14	83	23	77
2	-	3	97	23	77
3	+	100	0	100	0
4	+	100	0	100	0
5	-	7	93	8	92
6	+	59	41	38	62
7	+	79	21	92	8
8	-	31	69	23	77
9	-	45	52	23	77
10	-	28	72	15	85
11	-	28	69	31	69
12	-	10	90	15	85
13	-	3	93	8	92
14	+	76	24	77	23
15	+	86	14	77	23
16	-	14	86	0	100
17	-	24	76	46	54
18	-	28	72	31	69
19	-	28	72	38	62
20	-	24	76	15	85
21	-	0	100	15	85
22	-	3	97	8	92
23	+	76	24	15	85
24	-	14	86	8	92
25	-	17	83	0	100
26	-	90	10	92	8
27	+	25	72	31	69
28	+	59	41	62	38
29	-	41	59	54	46
30	+	79	21	46	54
31	-	21	79	8	92
32	+	3	97	77	23
33	-	7	93	15	85
34	+	76	24	69	31
35	-	7	93	8	92
36	-	34	66	38	62
37	-	10	90	0	100
38	-	7	93	0	100
39	-	17	83	8	92
40	-	62	38	23	77
41	-	52	48	38	62
42	-	17	83	38	62
43	-	31	69	23	77
44	-	24	76	15	85
45	-	24	76	15	85
46	+	48	52	38	62
47	+	97	3	100	0
48	+	52	48	38	62
49	+	97	3	100	0
50	+	62	38	85	15
51	-	53	48	54	46
52	-	28	72	31	69
53	-	10	90	31	69
54	+	83	17	100	0
55	+	93	7	100	0
56	+	86	14	69	31

Table 7 (continued)

Metropolitan Community Attitude Inventory
Comparative Responses Between Experimental and Control Groups
in Percent by Item

	Correct	Experimental		Control	
Item	Response	% Agree	% Disagree	% Agree	% Disagree
57	+	69	31	54	46
58	+	93	7	100	0
59	-	14	83	23	69
60	+	83	17	54	46
61	+	72	28	62	38
62	+	83	17	77	23
63	+	93	7	77	23
64	+	90	7	77	23

TABLE 8

Chi Square Values by Item for Experimental and Control Frequency of Responses on the MCAI

Item #	X^2 Value df=1	Probability Level
2[a]	4.01	$p < .05$
21[a]	4.68	$p < .05$
23[a]	15.7	$p < .001$
25[b]	25.4	$p < .001$
30[a]	4.62	$p < .05$
32[b]	4.01	$p < .05$
40[b]	5.46	$p < .02$
44[b]	4.09	$p < .05$
60[a]	3.88	$p < .05$

[a]Experimental group differed significantly from control group in keyed direction.

[b]Control group differed significantly from experimental group in keyed direction.

The Dixon and Mood sign test for paired observations was used to determine the probability of a positive relationship existing between the students' scores on the MTAI and their respective scores on the MCAI. The probability of a positive relationship between the scores on the MTAI and MCAI-Direction and the MTAI and MCAI-Strength was significant at the 5 percent probability level: ($z=3.2$ and $z=3.6$ respectively). We could conclude that if a student scored above the mean on the MTAI, he was likely to score above the mean of his group on the MCAI for both strength and direction of attitude scores.

Video Taping. By means of the Flanders Interaction Analysis procedure, the verbal behavior of the teacher candidates and of control B students in a teaching-learning setting was analyzed on nine verbal interaction variables.

Although normative statements on the obtained variables have no meaning outside the total instructional setting, it is well documented that teachers talk too much in the teaching-learning process. Some instructional procedures call for greater teacher talk than do others. But as teachers become aware of questioning techniques, of motivational procedures, and of their own verbal behavior, they show increased capacity for getting pupils more involved in the

verbal interaction. All children whether urban or suburban, whether they represent the mainstream culture or a subculture, need to engage in a great deal of verbal communication. This need is especially great for children of other cultural backgrounds than the American middle class. Hence, the criteria for evaluating the teacher candidates' verbal strategies were their ability to provide for greater pupil verbal interaction in the course of instruction and to reduce their own direct influence.

The average percent of verbal acts on each of the nine variables was obtained for the experimental and control B groups on the pre-test and post-test data. Table 9 shows the comparison. The columns marked Change have one of three symbols: +, where the change between pre-test and post-test percent was in the desired direction, i.e., reduced teacher talk, increased pupil talk, or indicated greater indirect teacher influence; -, where the change between pre-test and post-test verbal behavior was not in the desired direction; and 0, where there was no change.

Table 9

Comparison in Percent of the Experimental Pre-Post and Control B Pre-Post Data on the Nine Interaction Variables

Variable	*Experimental*		*Change*	*Control*		*Change*
	Pre	*Post*		*Pre*	*Post*	
1. Teacher talk/ total talk	54%	58%	–	61%	66%	–
2. Pupil talk/ total talk	24	31	+	32	27	–
3. Pupil talk/ teacher talk	29	34	+	35	30	–
4. Teacher indirect/ total Teacher direct	42	43	+	31	25	–
5. Revised teacher indirect/ Revised direct	31	50	+	54	62	+
6. Content talk/ total talk	64	67	–	70	72	–
7. Extended indirect influence/total talk	1	1½	+	1	½	–
8. Teacher indirect/ Teacher direct related to pupil talk	63	63	0	60	50	–
9. Pupil response/ pupil talk	43	36	–	45	50	+

To evaluate the effectiveness of CPUTE in assisting teacher candidates change their verbal behavior in the direction of greater pupil verbal participation, comparisons were made between the pre-test and post-test behavior and between CPUTE teacher candidates and student teachers in the traditional program.

Summarizing Table 9, we find that the teaching strategies of CPUTE teacher candidates showed an increase in pupil talk and reduced teacher talk or reduced teacher direct influence on five of the nine variables and no change on one of the variables. Two of the five variables were concerned with increase in pupil talk; the other three with the teacher exerting more indirect influence. On variable 1, the increase in the teacher talk to total talk behavior is due to greater periods of silence in the classroom, rather than to an increase in teacher talk. In the course of instruction on the post-test situation, the CPUTE teacher candidates had their students engaging in greater amounts of manipulative activities for arriving at verbal answers. Variable 9 requires some explanation: Apparently the CPUTE teacher candidates have not been able to find a satisfactory way of developing a sustained pupil-pupil verbal interaction. Control B students showed improvement from the pre-test to the post-test observations on two of the nine variables.

Table 10 compares the post-test data observations between the experimental and control B groups. The + symbol indicates the group whose verbal behavior maximizes pupil talk or represents reduced teacher talk or direct influence. As is noted in Table 10, the experimental group shows greater improvement in the desired direction than does control B group on seven of the nine variables.

Table 10

Comparison of Experimental and Control B Groups' Post-Test Verbal Behavior on the Nine Variables

Variable		*Experimental*		*Control*	*Chi Square df=1*	*Probability*
1	+	66%		58%	0.683	
2	+	31		27	5.087	$p<.05$
3	+	34		30	4.504	$p<.05$
4	+	43		25	2.556	
5		50	+	62	0.236	
6	+	69		72	0.944	
7	+	1½		½	9.689	$p<.01$
8	+	63		50	7.312	$p<.01$
9		36	+	50	9.992	$p<.01$

Chi square tests were computed from the frequency data. The observed and expected frequencies between the experimental and the control B groups were compared on the pre-test and post-test observations. The differences in verbal behavior on variables 2, 3, 7, 8, and 9 are significant.

Additional Findings.

1. Thirty-seven students entered the program in January 1969; thirty-five students completed the program in June 1969. This represents approximately 95 percent of the enrolled students. The normal attrition rate in the traditional program is much over 5 percent.

2. Of the forty-one original teachers and administrators in the program, thirty-eight remained active throughout the period. One teacher left the school system in April. The other two had been assigned the two students who left the program. Both teachers remained active, attending meetings on most occasions. The teacher who left the system was replaced, bringing the total number of school personnel to forty-two in the course of the five months.

3. Nineteen teachers, 45 percent enrolled in the graduate course. All but one completed the requirements.

4. Of the thirty-four teachers in the program, twenty-six indicated their willingness to continue in the program for the 1969-1970 academic year. Three who declined were leaving the system. Two reported they would not like to continue. Three did not respond. In every case, teachers enrolled in the graduate course asked to be included in the program for the following school year.

5. The administrators in five of the seven schools were very much interested in continuing with the program. In the other two schools there was a change of administration. The new principals have agreed to continue the University-teacher candiate-school relationship.

6. Only two teachers who indicated their willingness to be involved again said they would not be available for more frequent after-school meetings. All were willing to attend early morning and lunchtime group sessions.

7. Of the thirty-five students completing CPUTE, six

have changed their major area of concentration from senior high school teaching to either elementary or special education. Six of the eight liberal arts majors, who were not enrolled in the teacher education curriculum, changed their majors to teacher education.

Observations

Rating Scale for Evaluating CPUTE Students (RSECS). The rating scale was used in three forms of evaluation: (1) analysis of items on the scale as a reflection of the cooperating teachers' concept of good teaching; (2) ratings given teacher candidates by the cooperating teachers; and (3) the self-evaluation ability of the teacher candidates.

The rating scale was constructed during a seminar session by the cooperating teachers enrolled in the graduate course. The teachers categorized teaching behaviors for evaluation under ten headings. Perusal of these headings (see Appendix E) indicates that teachers in the program view teaching behaviors little differently than do teachers who supervise student teachers in a traditional program. CPUTE cooperating teachers emphasized general work attitudes, classroom management, professional ethics, and instruction. These are very similar to the headings used for evaluating student teachers in traditional teacher education programs. Only the items under Organizing for Instruction show some awareness of relating teaching behaviors to instructing children at their own rate and stressing higher cognitive levels of learning. Pupil self-evaluation was also included. No mention was made of two important aspects of the program: first, the ability to understand the urban setting and to function effectively in it, and second, the ability to utilize knowledge of the subcultural groups that make up the school population when the cooperating teacher is planning the curriculum and the type of instruction required.

To confirm the traditional orientation of the CPUTE teachers in assessing teacher candidates, the Chicago Circle College of Education's elementary supervisors of student teachers in the traditional program requested permission to use the rating scale in their own program. One could conclude that the CPUTE cooperative teachers were skillful in constructing a satisfactory instrument for evaluating traditional teacher education programs.

Evaluation of teachers constructing a rating scale that could measure the effectiveness of urban teacher candidates indicates that the learning centers have considerable work cut out for them. The concepts of urban and subcultures have not been translated into teaching strategies. While the CPUTE teacher candidates are showing signs of awareness of specific learning and teaching problems related to urban education and to the education of subcultural groups, the teachers have not been as successful in extending these concepts to evaluating the performances of the teacher candidates.

Employing the RSECS, the teachers evaluated the teacher candidates. As a group, the teacher candidates evidenced no specific difficulties or deficiencies, but there were isolated cases of weaknesses. Teacher candidates were scored especially high on Makes Necessary Prior Preparation, Plans Motivating Activities and Permits Pupils to Express Ideas.

If the rating scale were a good indicator of an effective teacher, and if the teachers' assessments were reliable, one could say at the end of the pilot program that the teacher candidates could perform as effectively as traditional teachers. But, we need more than the RSECS for evaluating an effective urban teacher.

The self-evaluation by the teacher candidates using the rating scale approximated that of the cooperating teachers. Teacher candidates were aware of their particular deficiencies and strengths. In several instances, discrepancies were evident. Teacher candidates, in conference with faculty, were able to explain the discrepancies, thereby evidencing further understanding of their teacher behavior.

Small-Group Evaluation Sessions. In response to two open-end questions, the cooperating teachers stated their perceptions of their impact on the project and the project's impact on teachers and administrators.

1. Cooperating teachers' impact on the project: In all instances, the impact the teachers perceived they had on the project was directly related to changes they observed in their assigned teacher candidates. The following are representative samples of the teachers' comments.

   A. Greater understanding of children and of how to establish rapport.

B. Realistic approach to teaching and to the pupils.

C. Greater enthusiasm for the teaching role.

D. Respect for careful planning prior to instruction.

E. Awareness of special learning problems of Mexican-American children.

F. Ability to establish a type of teacher-pupil relationship unique to a Spanish-speaking community.

G. Pragmatic view of teaching in the inner city.

H. Greater awareness of the need for different approaches to different ethnic groups.

I. An opportunity to perceive that no child fits into a predetermined role.

Comments E through J are directly related to the urban teacher education program that provides practicum opportunities in schools whose student body represents a defined subculture.

2. Impact of the project on the cooperating teachers: From the comments submitted by the teachers, it was evident that the program played an important part in bringing about changes in their teaching styles. The following are representative comments.

A. "I have learned how to better relate with another teacher. Team teaching is a better idea than I had realized."

B. "The fresh ideas brought up by the teacher candidates were stimulating."

C. "I learned to 'see' my class through another's eyes."

D. "The program afforded me the opportunity for a genuine reappraisal of my own techniques."

E. "I became more convinced of the absolute absurdity of most colleges of education curriculum when I saw the genuine development of the people in this program."

F. "I have climbed out of my rut. I no longer feel complacent."

G. "It was inspiring to me in renewing methods and searching for more ways to present ideas to children."

H. "Perhaps I have become even more sensitive to the needs of the students because of the interest and enthusiasm that the University of Illinois students showed in trying to help our students with school, home, and behavioral problems."

Project Papers for the Graduate Course. The topics selected for systematic study by the teachers enrolled in the graduate course were indicative of an interest in learning problems, in the curriculum implications thereof, and the behavior problems stemming from conflicts between the school's demands and the subcultural priorities. Topics for study included English as a second language, social studies curriculum adaptation for pupils with reading deficiencies, the role of the family in the Mexican-American subculture and its relation to learning in schools, and gangs in the Mexican-American community. Other topics reflected similar concern for urban community problems as they influenced children's success or failure in school. Three papers dealt with the community-school concept. Since two of the schools are currently engaged in articulating a new partnership, these studies served to broaden perceptions on the issues of community control of schools. On the whole, teachers were showing a new interest in the problems of the urban school and of subcultural groups and in implications of these problems for their own teaching and classroom management.

Project Papers of the Teacher Candidates. The teacher candiates developed an aspect of curriculum development or instruction, at assigned graduate levels, for pupils who manifested language, reading, or behavior problems that interfered with their learning progress. As a point of departure, the regular Chicago School System's curriculum guides were utilized. Evaluating the project papers helped to identify weaknesses in the academic portion of CPUTE. Although some papers showed substantial competence, on the whole the group was deficient in adapting the curriculum, in planning

instructional materials for pupils with specified learning handicaps, and in capitalizing on the contributions the children could make.

Unobtrusive Measurements.

1. Additional school administrators in School District #19 have indicated their willingness to work with CPUTE during the coming academic year.

2. Recruitment for the 1969-1970 academic year in CPUTE was highly selective. There was no difficulty in filling the quota.

3. Other faculty members of the College of Education asked to join the CPUTE teaching staff or to be identified with some portion of the program.

4. More teachers and schools are available for the 1969-1970 program than are needed.

5. The seven schools participating in the pilot program have requested further association in the coming school year.

6. Teachers in CPUTE and other school personnel in District #19 have expressed interest in a master's degree program in urban teacher education.

7. In every case, the teacher candidates indicated that they would again choose to take part in CPUTE rather than to enroll in the traditional teacher education program. Following is a sample of responses:

A. "Yes, because this experience has been very rewarding. It has changed a lot of my beliefs and made me feel worthwhile to society."

B. "Yes, my only good course in 4 years."

C. "Yes, this has been one of the most rewarding courses I have had. I feel I have learned much more than I could in the traditional classroom."

8. Each school reported that several students volunteered to work in the schools with children over and above the time commitment to the program.

9. In planning for the 1969-1970 year, several administrators wanted a new groups of teachers to participate in the program; they felt that additional teachers should have to opportunity to develop professionally.

CHAPTER 4

IMPLICATIONS AND RECOMMENDATIONS

Inferences about the program's effect on the teacher candidates, the school personnel, the learning centers, and CPUTE as a viable, urban, teacher education program can be drawn from the findings reported in Chapter 3. Recommendations for modifications of the organizational structure of CPUTE are implicit in the analysis of the findings.

The Teacher Candidates

Central to the evaluation of CPUTE are the effects of the program on the preparation of teachers who can function successfully in the urban setting. To function successfully implies enhancing the learning of children. Only a longitudinal study can begin to give an answer to this problem. Short-run effects can be measured at this point in time in terms of those cognitive and affective behavioral changes that respond more readily to the type of stimuli provided through CPUTE.

Three instruments were used to measure various factors of affective behavior. The Minnesota Teacher Attitude Inventory measured attitudes toward children generally and in the school setting. The Metropolitan Community Attitude Inventory measured direction and strength of acceptance of selected factors related to metropolitan living. The Who Am I? test measured self-concept.

The experimental group evidenced positive attitudinal changes as indicated by:

1. Statistically significant ($p<.01$) shifts in positive attitudes toward children and school setting from pre-testing to post-testing.

2. Identification of Community Interests in the post-test responses to the Who Am I? test as a distinct category in the experimental students' self-description.

3. On the MCAI the attitudes of the experimental students shifted more significantly, in a positive

direction, toward equal treatment of people and equal use of facilities than did the attitudes of the control group at the end of the pilot period.

Unobtrusive measurements confirmed the above reports as evidenced by the teacher candidates' desire to volunteer their time beyond course requirements; enthusiastic endorsement of the experimental group of the opportunities the program afforded to grow professionally; and ease in recruitment for the 1969-1970 academic program because of the positive comments of the present students.

Cognitively, the students showed progress in the acquisition of skills probably required for effective instruction Results from the analysis of the video tapes indicated acquisition of greater control of verbal behavior during instruction. Teacher candidates showed changes in verbal behavior that favored greater indirect influence in verbal interaction as well as greater pupil verbal participation. Teacher candidates still had difficulty in developing sustained pupil-pupil interaction within pupil-verbal behavior.

On the Rating Scale for Evaluating CPUTE Students the cooperating teachers' evaluation of students rated the students as having achieved those skills deemed important for effective teaching.

Other cognitive aspects of the teacher candidates' progress requires discussion. The acquisition of needed instructional skills and change in affective behavior imply cognitive change. Thus indirectly, the teacher candidates made advances. On the more academic level of cognitive growth, the faculty felt the students had not reached the competencies needed to make curricular adaptions and plan instructional strategies for implementing these adaptions to a special group of pupils. In most cases, the teacher candidates were aware of their deficiencies. Self-evaluations brought this out.

Generalizing from the foregoing, it can be said that CPUTE teacher candidates made satisfactory progress toward achieving the global objectives of the program. (see p. 14)

The School Personnel

In the course of the program, positive changes in school personnel were noted. Teachers' responses to the impact they

had on the program, as well as the impact of the program on them, indicated awareness of the relationship between learning achievement and the socioeconomic-cultural milieu in which a child functions.

The proportionately large number of cooperating teachers who participated in the graduate course reaffirmed the new awareness, for in several cases the teachers already had their master's degrees. The types of problems the teachers selected for study further confirmed the growing awareness of the need for teachers to understand urban and subcultural problems in order to improve their own competencies.

If the schools had Spanish classes for teachers, all CPUTE teachers enrolled.

The Superintendent of School District #19, on the basis of solicited and unsolicited reports concerning the program in the schools, has given wholehearted endorsement to continuation of the cooperative relationship. He has put the resources of his office behind the program by providing his District Coordinator with a greater time commitment to the project. Through the Coordinator's efforts more schools will be added to the 1969-1970 program.

On September 10, 1969, the Chicago Board of Education voted to endorse a concept paper, prepared jointly by the Director of CPUTE, Dr. George E. Monroe, and the District Superintendent, for a proposal to be submitted to the Teacher Corps. The program calls for recruitment of indigenous community persons as teacher candidates who would become an integral part of CPUTE.

All sectors of the school personnel involved in CPUTE have indicated more positive attitudes toward children, their profession, and involvement in teacher education.

The Learning Centers

The learning centers originally were to be the arena for cooperative planning among equal partners, thereby providing varied inputs into an urban teacher education program. The College of Education faculty, teacher candidates, school personnel, and community agencies were to be active participants.

Throughout the pilot period, the faculty met with the teachers and administrators for planning and discussion, but it was difficult to find the free time for school personnel and teacher candidates to meet as a total group in each learning center. Involvement of community representatives was minimal. In most cases, the faculty met with school personnel as a group. The plans and the evaluation of progress were then fed back to the students during seminars on campus or individually by the cooperating teacher to his assigned teacher candiate.

Various recommendations have been made for retaining the original intent of the learning centers:

1. One faculty member should be assigned to each learning center. His task will be to: (a) find the best arrangement for cooperative planning within the particular restraints of the school-community; (b) obtain community representation; and (c) initiate meetings. When a learning center becomes operative, the faculty member's role will be again relegated to that of a member thereof.

2. Efforts to establish a basis for a pilot study for the 1969-1970 academic program are in process. The necessary resources should be obtained for one school to provide released time for its cooperating teachers. During these periods, the cooperating teacher can plan with the teacher candidates and be available for learning center meetings.

CPUTE as a Viable Urban Teacher Education Program

CPUTE was designed to develop a new type of teacher who would be committed to the community school and to personal community participation. This teacher should possess the necessary skills, understandings, and attitudes to implement a program of learning suited to the learning styles of children and cognizant of the impact of cultural backgrounds on their learning.

The assessment of data that covers but a five-month period is hardly sufficient to warrant evaluation of effects of such a comprehensive program, but some limited comparison can be made from the findings to date.

When the attitudes of students in CPUTE are compared with those of students in the traditional program, greater positive growth in attitudes about children in the school setting, about specific aspects of metropolitan living, and in self-concepts were noted.

The opportunity provided by the program to work intimately and over an extended period of time with children had positive effects on the teacher candidate's verbal interaction behavior. On four of the nine variables describing verbal behavior, the experimental group evidenced significantly greater improvement in reducing teacher talk and increasing teacher indirect influence than did the students in the traditional program.

The enthusiasm expressed by the experimental students for the course format differed greatly from most students' negative views of education courses.

Only a longitudinal analysis of these students in their professional roles will determine whether the reported positive results correlate with future professional effectiveness in working with urban children.

Recommendations

Modification of Organizational Structure. The type of organizational structure devised for implementing CPUTE depends on a cooperatively developed program involving the College of Education, the public schools, and the community. To date, CPUTE has not arrived at a tripartite equal partnership arrangement. Input of ideas and the necessary decisions for carrying out the program, for the most part, originated with the College faculty. Only toward the end of the pilot program were teachers and administrators actively sharing their perceptions and taking the initiative in making decisions. The pilot program, because of insufficient College staffing, failed to involve the previously contacted community resources that were available and were prepared to cooperate. Thus the learning center concept, where inputs from all three sectors would determine the teacher education program, was not fully realized.

To prevent a recurrence, a new organizational structure has been developed. Figure 3 illustrates the more recent conceptualization of CPUTE's organizational struc-

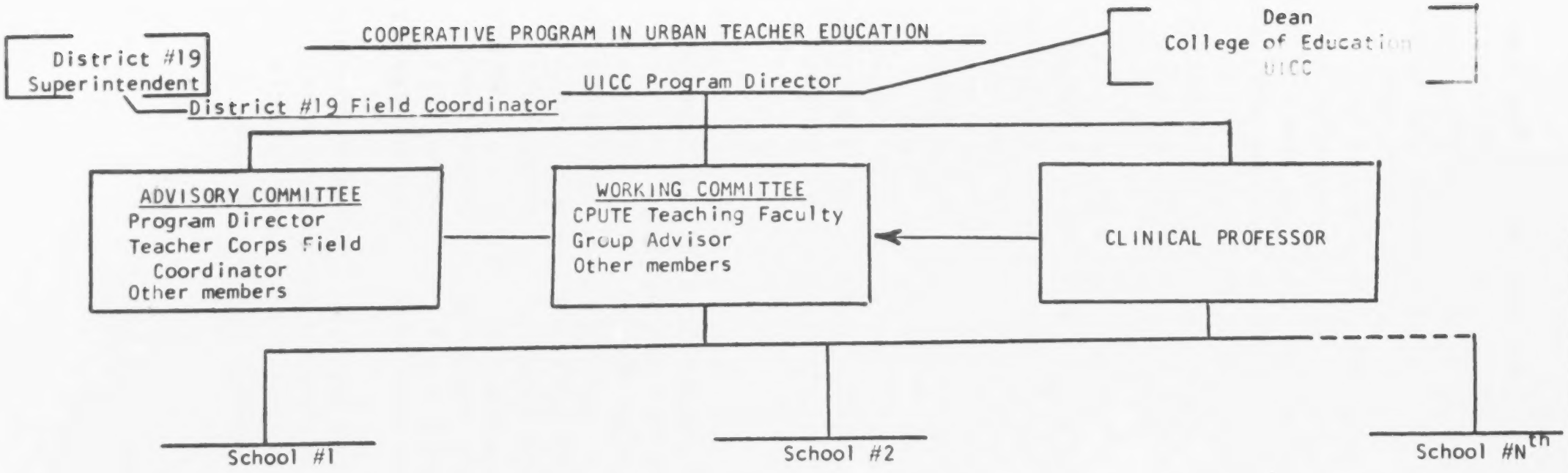


FIGURE 3. ORGANIZATIONAL STRUCTURE OF CPUTE AND LEARNING CENTERS

ture. An Advisory Committee composed of the three cooperating bodies will meet to develop policy. These decisions. in turn, will be used by the Working Committee to plan the academic and practicum portions of the program on the basis of the policy statement. The learning centers will take the suggestions of the Working Committee as a point of departure in developing the specific teacher education program suited to a particular school-community and the individual teacher candidates. One faculty member will be assigned to each learning center. He will take the initiative in bringing together all the active members. This interlocking representation on the various levels of operation is more likely to provide feedback.

Alternatives to Student Teaching. The reported findings indicate that the experimental students were developing the classroom skills that have been described by the traditional education personnel as criteria for effective teaching. This is substantiated by their ratings on the RSECS and the verbal interaction findings. Thus, the CPUTE program, which combines the academic and practicum phases of teacher education, may well provide sufficient classroom opportunities for the teacher candidates and make student teaching unnecessary for many of the candidates.

The 1969-1970 program will test this statement. Eight students who have completed the pilot program will return as Group Advisers to the new teacher candidates. Their role is described as that of facilitators. They will work in an assigned school, assist the new teacher candidates in the school, provide inputs in the learning center, and develop more intimate ties in the community. Throughout the year the Group Advisers will evaluate their own professional growth. At the end of the year, on an individual basis, careful self-evaluation and staff evaluation will determine whether traditional student teaching is necessary.

Since the Cooperative Program in Urban Teacher Education has been able to alter its own structure to incorporate valuable feedback data, it is proving a flexible vehicle through which teacher education models can be tested.

Education
230–250 and
235–250

Appendix A
Spring Program
Cooperative Program in Urban Teacher Education
Schedule for the Teacher and the Administrator Consultants

Mrs. H. Talmage
1412 University Hall
663-4529

Topic	Assignment	Laboratory Opportunities Provided in Cooperation with Teacher-Administrator Consultants
Curriculum Decision-Making Monday, March 31 to Friday, April 11	*Task I* Prepare a vertical curriculum sequence: K through 8 or 7 through 12	Tuesday, April 1; Thursday, April 3; Tuesday, April 8; Thursday, April 10. 1. Examine curriculum guides. 2. Review standard texts. 3. Check other instructional materials: library facilities film strip files available films. 4. Visit various grade levels to follow total instructional program in one particular subject area.
Instructional Decision-Making Monday, April 14 to Friday, April 25	*Task II* Prepare a unit for instruction based on behaviorally stated instructional objectives	Wednesday, April 16; Thursday, April 17; Wednesday, April 23; Thursday, April 24. 1. Observe teacher-consultant as he employs his instructional objectives. 2. Discuss with teacher-consultant different ways of making objectives operational: activities materials teaching strategies. 3. Work out arrangements for preparing a short instructional sequence over a two-day period, based on mutually acceptable objectives. 4. Discuss results of teaching effectiveness and pupil learning.
Evaluation of Teaching Effectiveness Monday, April 28 to Friday, May 9	*Task III* Prepare a teacher-made diagnostic test; administer, score, evaluate.	Tuesday, May 6 and Thursday, May 8 1. Teach a short sequence. 2. Prepare a teacher-made diagnostic test; discuss items with teacher-consultant. 3. Administer test. 4. Discuss results with class. 5. Score. 6. Check performance on test with teacher's evaluation of the student.
Organizing for Daily Lessons Monday, May 12 to Friday, May 16	*Task IV* Prepare the instruction on a concept for the following week	Monday, May 12; Tuesday, May 13; Wednesday, May 14; and Thursday, May 15. *Video Taping in Selected Schools* Arrange with teacher-consultant to be with room either Monday-Tuesday or Wednesday-Thursday. 1. Plan small group discussion on a topic under study. 2. Give each small group an open-ended problem to handle. 3. Bring groups together for reports on and resolution of the problem.
Other Evaluation Techniques: Observations Interview Standardized Tests Projective Techniques Monday, May 19 to Friday, May 30	*Task V* Prepare an observational instrument for collecting data to measure some phase of the teaching-learning sequence.	Tuesday, May 20; Thursday, May 22; Tuesday, May 27; Thursday, May 29 1. Teach a single concept, consult teacher on materials, activities, and strategy. 2. Evaluate some aspect of the above instruction (use any evaluation tool that is appropriate). 3. Use the data you have collected to evaluate the instruction. 4. Go over standardized tests used by the school—study test items and manual. 5. Review standardized tests of the class and selected members of the class.
Technology and Teaching Strategies Monday, June 2 to Friday, June 6	*Task VI* Evaluate three selected students on the basis of their standardized-test performances, supplemented with other data you have available.	1. Employ media (select carefully the most appropriate) to motivate students as preparation for participating in a discussion. 2. Give assignment based on discussion. 3. Evaluate effects of media on student level of involvement. *Tuesday, June 3; Thursday, June 5.*

Consultants, both teachers and administrators, will give careful thought to the effects of the Cooperative Program in Urban Teacher Education on:

(1) their pupils
(2) the university students
(3) the school, and

make suggestions for changes if the program is continued in the fall of 1969.

APPENDIX B

Education E459--Curriculum Development

Course Outline

Graduate Extension Course for Consulting Teachers in CPUTE

1. The Community as a Resource for Curriculum Development

   A. Overview of a selected community

      (1) geographic
      (2) ethnic composition
      (3) socioeconomic levels
      (4) government structure
      (5) social structure

   B. Identification of Social Agencies in the Community

      (1) neighborhood centers
      (2) health services
      (3) social services
      (4) educational services
      (5) recreational facilities
      (6) cultural resources

   C. Identification of the Informal Structures Functioning in the Community

      (1) social clubs
      (2) political clubs
      (3) youth gangs

   D. Participation in Selected Social Agencies

      (1) involvement to learn agency's purpose
      (2) involvement to learn agency's resources
      (3) involvement to perceive community members as they use the agency's resources
      (4) effects of the agency on community members

2. Changing Role of Education in Urban Society: Implications for Curriculum Development

   A. The School as an Educational Institution from Viewpoint of the Academic Disciplines

(1) the psychologist
(2) the philosopher
(3) the sociologist
(4) the anthropologist
(5) the political scientist

B. The School as an Educational Institution as Perceived by Social Practitioners

(1) the social worker
(2) the teacher
(3) the administrator
(4) the educational philosopher

C. The School as an Educational Institution as Perceived by Members of the Community

(1) parents
(2) students
(3) older members of the community
(4) storekeepers
(5) church personnel

D. The Changing Nature of the Curriculum

(1) implications from academic perceptions
(2) implications from practitioners' perceptions
(3) implications from community members' perceptions

E. The Changing Role of the Teacher in the Urban School

(1) implications from academic perceptions
(2) implications from practitioners' perceptions
(3) implications from community members' perceptions
(4) implications for teachers' involvement in curriculum change

3. Implementation of the Curriculum

A. Adapting the Curriculum to the Needs of a Particular Community

B. Application of New Technology to the Curriculum

C. Preparing to Implement the Adapted Curriculum

D. Implementation and Evaluation of Instruction Based on an Adapted Curriculum

E. Examination of the Community School Concepts as It Is Presently Functioning

(1) Berkeley, California School System
(2) New York City School System
(3) Model Schools in Boston

4. Curriculum Development and the Teacher Education Programs for Urban Community Schools

A. The Role of the Community in Curriculum Change

B. Role of the Teacher in Curriculum Change

C. Evaluation of the Cooperative Program in Urban Teacher Education

D. Implications of the Cooperative Program for Changing the University Curriculum in Teacher Education

E. Plans for Extending the Cooperative Program

5. Group Dynamics for Enhancing Community-School Relations

A. Group Dynamics

(1) small groups
(2) large groups
(3) power and the individual in the groups

B. Interrelationships

(1) pupil-pupil
(2) pupil-teacher
(3) teacher-teacher
(4) teacher-administrator
(5) parent-teacher
(6) parent action groups and the school

APPENDIX C

Part A: Objectives for the Teacher Candidates in the Cooperative Program in Urban Teacher Education:

1. To be aware of the new roles of teachers in the urban school by:

   A. Referring to case studies of pupils who need personal attention.

   B. Calling upon community representatives for information about a pupil and his family.

   C. Contacting parents to work with the teacher to help the pupil.

   D. Referring special problems to the appropriate community service agencies.

   E. Being adequately informed of the many community services available to assist children and families.

2. To accept the values and mores of the community by:

   A. Having knowledge of the customs and values of the prevailing ethnic group and the other subgroups in the school.

   B. Learning the subculture language or the nonstandard dialect or being able to communicate effectively with students who vary in language patterns.

   C. Adapting the curriculum to incorporate relevant aspects of the subculture into the content, materials, and activities used in instruction.

   D. Adjusting the means of motivation to fit the specific subgroups.

   E. Providing self-evaluation opportunities for each student.

   F. Participating in after-school and extracurricular activities.

3. To be capable of adapting the existing curriculum to the achievement level and interests of the individual student by:

   A. Rewriting curriculum objectives to correspond to the various performance levels of the class members.

   B. Collecting and using the types of materials best suited to the various achievement levels within the class.

   C. Adapting existing materials to the various levels within the class.

   D. Preparing assessment tools that can give positive performance information.

   E. Preparing diagnostic assessment tools that give further direction for instruction.

4. To be capable of employing teaching strategies that will motivate students as indicated by:

   A. Active group responses on the part of the pupils.

   B. Positive classroom climate.

   C. Self-direction exhibited by pupils.

   D. Pupils asserting learning initiative.

   E. Assignment handed in on time.

   F. Pupils going beyond the assignment boundaries.

5. To view evaluation as a decisionmaking process for improving instruction and pupil learning by:

   A. Reducing teacher grading as an element in evaluation.

   B. Utilizing products of pupil's performance to determine subsequent instruction.

   C. Engaging pupils in their own self-evaluation by assisting in defining criteria for achievement on an individual basis.

   D. Refusing to use grades as a behavior deterrent or as a motivational device.

6. To contribute to the achievement and positive classroom climate as evidenced by:

   A. Increased positive attitudes toward school on the part of the pupils.

   B. Rapport established between teacher candidates and pupils.

   C. Higher performance levels of pupils for whom the teacher candidate has been responsible.

   D. Identification by teacher candidates of an individual learning problem in an academic area, preparing instructional materials and activities to overcome the learning problem and measuring changes.

7. To be an active participant in the learning center by:

   A. Helping to define the objectives of the program (CPUTE).

   B. Contributing those personal experiences to the learning center group that may assist others in dealing with similar problems.

   C. Helping to identify areas that need development in teacher education.

   D. Building effective group relationships with other members of the learning center.

   E. Taking part in the evaluation of CPUTE.

8. To be capable of working cooperatively with school personnel as indicated by:

   A. The teacher consultant's positive attitudes toward the teacher candidate.

   B. The positive attitudes of the principal consultant and other administrative staff members toward teacher candidates.

   C. The rapport the teacher candidate has established with other cooperating teachers.

D. The extent to which pupils feel free to bring problems to the teacher candidate as well as to the teacher consultant.

9. To be an effective teacher candidate, as indicated by:

A. Ability to evaluate the teacher candidate.

B. Ability to evaluate other members of the learning center.

C. Ability to evaluate teacher candidate's role in the learning center.

D. Degree of increased achievement in pupil performance.

E. Degree to which teacher candidate has become identified with the community.

10. To be an effective urban teacher, as indicated by:

A. Teaching within the urban setting.

B. Becoming an active community member.

C. Extending personal knowledge to bring greater understanding to his role as an urban teacher.

D. Helping pupils to make unique personal contributions to the class.

E. Providing opportunities for each child to excel.

F. Assisting pupils in building self-concepts that will help them to function in a positive manner.

APPENDIX C

Part B: Objectives for Consulting Principals

Cooperative Program in Urban Teacher Education

1. To be an effective participant in the learning center as indicated by:

   A. Attendance at consultation sessions.

   B. Sharing with other members his perception of the teacher candidate's role in the school.

   C. Sharing with other members his perception of the consulting teacher as he carries out the program in the school.

   D. Previewing with the learning center members the total program in his school at a particular moment in time.

   E. Helping to work through difficulties that may be arising from the administration of the program in his school.

   F. Suggesting new and possibly more effective ways for the consulting administrator to contribute directly to the preparation of teacher candidates for their teaching role.

   G. Assisting learning center members to utilize community resources as an important aid in educating children.

   H. Clarifying relationships of the school administrator to pupils, teachers, parents, university personnel, the district office, and the community.

2. To be instrumental in coordinating and administrating CPUTE in his school by:

   A. Assisting in the selection of consulting teachers.

   B. Helping to devise criteria for selection of consulting teachers.

C. Pointing up needed changes in the curriculum and instruction on the university level for the purpose of better equipping the teacher candidates to participate in the classroom in his school.

D. Assisting the teacher candidate and consulting teachers to work together harmoniously.

E. Defining roles to the members of his staff, school-community representative, and university personnel.

F. Making the teacher candidate feel he is a member of the school working staff.

G. Taking the initiative in pointing out more effective ways of carrying out the program in his school.

H. Arranging for building meetings between teacher candidates, consulting teachers, and other personnel as the need becomes evident.

I. Involving the school-community representative in the program.

3. To serve as an exemplar of positive administrative influence in developing school community relations by:

A. Maintaining a warm relationship with parents through an open-door policy and concern for the pupil.

B. Interpreting community mores, customs, and values to his staff.

C. Encouraging staff involvement in community activities.

D. Taking part in community-sponsored activities.

E. Calling upon the appropriate community services to help resolve school difficulties.

F. Encouraging parent participation in school-planned activities.

G. Permitting parents to initiate activities that involve the school and the community.

H. Working together with the community as equal partners in planning for the education of its children.

I. Initiating school-community programs.

APPENDIX C

Part C: Objectives for Consulting Teachers

Cooperative Program in Urban Teacher Education

1. To be effective participants in the learning center as indicated by:

   A. Attendance at consultation sessions.

   B. Sharing with the learning center ideas, plans, successes, and failures.

   C. Reviewing the progress of teacher candidates and helping to plan and provide needed classroom opportunities to correct difficulties.

   D. Taking part in the continuous evaluation of the program.

   E. Undertaking the role of critic teacher as the teacher candidate moves into the student-teacher role.

   F. Helping to plan with University personnel the types of teacher education programs that may best fit the teacher candidates for the role of an urban teacher.

2. To assume responsibility for assisting the teacher candidates to develop concepts of the new roles of urban teachers as indicated by:

   A. Sharing cumulative records of pupils with teacher candidates.

   B. Involving the teacher candidate in parent-teacher conversations.

   C. Providing the opportunity for teacher candidates to call upon parents.

   D. Taking part in neighborhood projects.

   E. Planning with teacher candidates the classroom activities that bring community affairs, personalities, and resources into the classroom.

3. To contribute to the effective preparation of the teacher candidates to be urban teachers by:

   A. Planning with the teacher candidate the classroom contact that will sharpen his perception of the teacher candidate's role.

   B. Providing classroom opportunities that will bring the teacher candidate in contact with learning problems, classroom management, instructional materials, and classroom activities.

   C. Assisting the teacher candidate to plan activities that adjust curriculum suggestions to the background of the class, e.g., language, learning, culture.

   D. Helping the teacher candidate to identify an individual pupil's learning problem and to:

      1. plan with the teacher candidate a strategy for remedying the situation,
      2. provide the opportunity to carry out the plan,
      3. evaluate results with the teacher candidate,
      4. use evaluation to plan further.

4. To serve as an exemplar of the professional role of a teacher in the urban setting, as indicated by the consultant teacher, who:

   A. Participates in school-community meetings.

   B. Becomes involved in community activities.

   C. Seeks to further understand the mores and values of the community's subcultures, by learning the language or dialect of the subculture and pursuing systematically the study of the subculture.

   D. Utilizes the contributions of the subculture in planning instruction.

   E. Works cooperatively with parents in helping the child.

   F. Seeks assistance for the child and the family from community agencies.

   G. Incorporates new theories of child behavior in the management of the class and the individual pupil.

H. Creates a classroom climate that assists each child to develop a positive self-concept.

APPENDIX D

METROPOLITAN COMMUNITY ATTITUDE INVENTORY

Project Wingspread

Funded under Title III, E.S.E.A.

Board of Education

City of Chicago

January, 1969

Prepared for Project Wingspread by
Dr. Harriet Talmage, Assistant Professor
College of Education
University of Illinois at Chicago Circle

Form A

Copyright applied for

DIRECTIONS

The statements on the following pages are neither right nor wrong. What is wanted is your own feeling about the statements. Read each statement and decide how YOU feel about it. On the answer sheet respond to the statements by showing your degree of agreement or disagreement using the following key:

A if you STRONGLY AGREE with the statement

B if you AGREE with the statement

C if you DISAGREE with the statement

D. if you STRONGLY DISAGREE with the statement

1. If more people were alike in the way they live, people would get along better.

2. When people move into a large metropolitan area, they should be willing to give up their old ways of doing things.

3. People with different ways of doing things make living in the metropolitan community more interesting.

4. I like to try foods that are different from the type of foods I get at home.

5. I only pick friends who are like me in the way they think about things.

6. We can learn to understand more about a group of people by the type of food they eat.

7. I would enjoy living among people with customs different from mine.

8. People who have like customs ought to live near each other.

9. The metropolitan community would have less problems if it could be the big American melting pot.

10. I prefer attending a school with other students who are more like me.

11. Most people live within the city because they can't afford to live in the suburbs.

12. A single slum in the metropolitan community has little effect on the total metropolitan community.

13. The city needs more laws than the surrounding suburbs because the people in the city are less law abiding.

14. Many people live in the city because they prefer city life.

15. There are many serious problems in the suburbs.

16. Laws passed in the city have little effect on the surrounding suburbs.

17. Since the metropolitan area is made up of so many different types of people with different customs, it is necessary to enforce the laws differently.

18. In the suburbs everyone is treated equally before the law.

19. It isn't possible to treat everyone equally before the law.

20. Sometimes a law needs to be enforced only with certain groups of people.

21. Since the metropolitan area is made up of so many different types of people with different customs, it is necessary to have special laws to keep these people in line.

22. Most crimes in the suburbs are committed by outsiders.

23. The city and nearby suburbs should have the same legal standards.

24. The larger the community the less law abiding the people.

25. Every time a new law is passed, more of our personal freedom is taken away.

26. Many suburban problems could not be solved without the cooperation of the city.

27. The suburbs have many welfare problems.

28. City people take just as good care of their property as people in the suburbs.

29. As big industry moves out of the city, the suburbs will be less desirable as a place to live.

30. Most suburbs use the services of the city without fully paying for their use.

31. Both the suburbs and the city ought to solve common problems on their own, without interference from each other.

32. Most suburbs could not exist without many of the services provided by the city.

33. Poor housing in one area of the metropolitan community should not be made the problem of a nearby area.

34. The suburban taxpayer should expect some of his tax money to be used for supporting city services.

35. The metropolitan community problems have gotten too big to be solved.

36. There are few dedicated people in the metropolitan area willing to help solve the pressing social and financial problems.

37. Educational problems should be only the concern of the immediate community facing the problem.

38. Let each neighborhood solve its own problems.

39. Too many of the city's welfare programs are being paid for by the suburban taxpayers.

40. Suburbanites enjoy all the free programs offered by the city without sharing their free programs with the city dwellers.

41. The problems of the city are really the concern of the city dwellers.

42. Most well-run suburbs can exist without the city.

43. The people who run large businesses are not interested in the problems of the metropolitan community.

44. The facilities paid for by city dwellers' taxes should be used only by them.

45. The facilities paid for by suburban taxes should be used only by their taxpayers.

46. Many suburban children are culturally deprived.

47. City living can provide students with many interesting community learning experiences.

48. The suburbs have as much of a pollution problem as the city.

49. A study of the metropolitan community should be made a necessary part of the school program.

50. Suburban living can provide students with a variety of interesting community living experiences.

51. You can't understand someone else's problem unless you live with the problem yourself.

52. I would rather be with people who live and act more as I do.

53. An outsider working with you on a problem is of little help when the chips are down.

54. If the little people would get together, they could help solve many of the metropolitan problems.

55. If I lived in the suburb, I would work to solve some of the suburban problems.

56. If I lived in the suburb, I would work to solve some of the city's problems.

57. If I lived in the city, I would work to solve some of the suburban problems.

58. If I lived in the city, I would work to solve some of the city's problems.

59. If every man took care of his own problems, there would be no city problems or suburban problems.

Directions for Statements 60-64:

The statement below is one of fact.

THE NEWS MEDIA (NEWSPAPERS, RADIO, TELEVISION) HANDLE THE METROPOLITAN AREA AS ONE COMMUNITY, NOT THE CITY AND SUBURBS SEPARATELY.

Indicate your degree of agreement or disagreement with the extension of this point of view.

60. The city and suburbs should be one metropolitan community for law enforcement.

61. The city and suburbs should be one community for attending school.

62. The city and suburbs should be one community for job opportunities.

63. The city and suburbs should be one community for choosing a place to live.

64. The city and suburbs should be one community for using parks, swimming pools, playgrounds, and other recreational facilities.

APPENDIX E

Part A: Evaluation of University Students in the Cooperative Program in Urban Teacher Education

_____ _____

Date Teacher-Consultant

_____

Student Evaluated

Directions: A 5-point rating scale is used to evaluate the University student.

__1__ Performance is unacceptable; student is resistant to change or does not act on suggestions.

__2__ Student needs a good deal of help before meeting acceptable performance standards.

__3__ Student needs further direction, but indicates improvement is possible.

__4__ Some direction is still needed, but student's performance can be termed acceptable.

__5__ Level of competence has been reached.

In items 1 through 5, record the rating in the space provided. For items 6 through 9, rate each subitem, then give a general rating to the item heading.

Your responses to the open-end questions are of great importance.

APPENDIX E

Part B: Rating Scale for Evaluating CPUTE Students

_____ 1. DEPENDABILITY (prompt, regular attendance)
_____ 2. FLEXIBILITY (able to adapt plans to changing situations)
_____ 3. RESPONSIBILITY (carries out assignments, shows mature judgment)
_____ 4. RAPPORT WITH PUPILS (sincere, warm without over-personalization)
_____ 5. RAPPORT WITH TEACHER (sincere, willing to give of self, accepts suggestions, is cooperative)
_____ 6. PERSONAL TRAITS
  _____ (a) Appearance (posture, costume, cleanliness)
  _____ (b) Mannerisms (distractors)
  _____ (c) Voice and Speech Pattern (audible, pleasant)
_____ 7. CLASSROOM MANAGEMENT
  _____ (a) Ability to Display Humor with Pupils
  _____ (b) Encourages Pupils
  _____ (c) Realistic Objectives (of pupil behavior, of level of learning)
  _____ (d) Acceptable Discipline (little difficulty, doesn't use negative approach)
  _____ (e) Awareness of Pupil's Needs (changes routine if pupil is tired, unmotivated)
  _____ (f) Awareness of Equipment Needs (shades, ventilation, chalk boards, bulletin boards)
_____ 8. PROFESSIONAL ETHICS
  _____ (a) Uses Records Confidentially
  _____ (b) Functions Within the Rules
  _____ (c) Respects Ideas and Methods of Coworkers
_____ 9. ORGANIZING FOR INSTRUCTION
  _____ (a) Competent in Subject Area
  _____ (b) Ability to Simplify Subject
  _____ (c) Makes Necessary Prior Preparation (arranges pupils in groups, has materials ready)
  _____ (d) Plans Motivating Activities
  _____ (e) Makes Assignments That Are Realistic (suited to level of class, meaningful)
  _____ (f) Works Toward Higher Levels of Thinking (not memorization learning but inductive, deductive, intuitive, problem-solving, open-endedness)

_____ (g) Shows Creativity in Planning Instruction (challenging use of pupil grouping, unusual but relevant activities)

_____ (h) Permits Pupils to Express Ideas (pupils help set goals, talk over assignments, engage freely in pupil-oriented discussion that is not teacher dominated)

_____ (i) Helps Pupils to Self-Evaluate

_____10. COMMITMENT TO TEACHING (shows concern, interest, enthusiasm for teaching)

Open-End Responses

A. What suggestions can you offer to the University staff to help the student become a more effective teacher?

B. What changes would you suggest in the present program for student involvement in schools?

C. As a teacher-consultant, would you be interested in being assigned another University student? Why?

D. As a teacher-consultant, would you be willing to meet from 4:00-5:30 P.M. about six times during the year to plan the program and participate in discussion sessions?

APPENDIX F

Summary of

Categories for Interaction Analysis

TEACHER TALK	INDIRECT INFLUENCE	1. *ACCEPTS FEELING: accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included. 2. *PRAISES OR ENCOURAGES: praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying "uh-huh?" or "go on" are included. 3. *ACCEPTS OR USES IDEAS OF STUDENT: clarifying, building, or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shift to category five. 4. *ASKS QUESTIONS: asking a question about content or procedure with the intent that a student answer.
	DIRECT INFLUENCE	5. *LECTURES: giving facts or opinions about content or procedure; expressing his own idea; asking rhetorical questions. 6. *GIVES DIRECTIONS: directions, commands, or orders with which a student is expected to comply. 7. *CRITICIZES OR JUSTIFIES AUTHORITY: statements intended to change student behavior from nonacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing, extreme self-reference.

STUDENT TALK	8. *STUDENT TALK-RESPONSE: talk by students in response to teacher. Teacher initiates the contact or solicits student statement. 9. *STUDENT TALK-INITIATION: talk by students, which they initiate. If "calling on" students is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
	10. *SILENCE OR CONFUSION: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

APPENDIX F

FLANDERS MATRIX ANALYSIS

CATEGORY	CLASSIFICATION	CATEGORY	1	2	3	4	5	6	7	8	9	10	TOTAL
Accepts Feelings	Indirect Influence	1											
Praise		2											
Student Idea		3											
Asks Questions		4											
Lectures	Direct Influence	5											
Gives Directions		6											
Criticism		7											
Student Response	Student	8											
Student Initiation		9											
Silence		10											
		Total											

	Indirect Teacher Talk	Direct Teacher Talk	Student Talk	Silence	